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Information is provided regarding programs for the education of handicapped children in the U.S. Office of Education. Arranged by administrative agency, these programs include 13 in the Bureau of Education for the Handicapped, 13 in the Bureau of Elementary and Secondary Education, six in the Bureau of Adult, Vocational, and Library Programs, 11 in the Bureau of Higher Education, four in the Bureau of Educational Personnel Development, five in the Bureau of Research, and eight in the Office of Construction Service. Implications for the coordination of these programs are considered; summary charts of types of benefits and responsibilities, and alphabetical and categorical indexes are provided. (JD)

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DIRECTORY OF
PROGRAMS FOR THE
EDUCATION OF HANDICAPPED CHILDREN
IN THE
U.S. OFFICE OF EDUCATION

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
U.S.A.

BUREAU OF EDUCATION FOR THE HANDICAPPED
U.S. OFFICE OF EDUCATION

MARCH 1969

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BUREAU OF EDUCATION FOR THE HANDICAPPED

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FOREWORD

The handicapped, like the poor, have always been with us. However, mankind, through its diverse agencies and governments, has not always reacted with wisdom or maturity to that fact. Much of the history of the treatment of the handicapped shows that this group has been kept apart from the establishments society has provided for itself. However, today we face the dawn of a new era for the handicapped. No more are handicapped children hidden from us by embarrassed parents — great men admit to their presence and give them support, and society itself gives recognition.

In its efforts to open the door of opportunity to all who wish to share in the responsibility and rewards of our society, recent Congresses have passed extensive legislation designed to benefit handicapped children and youth and to encourage the inclusion of the handicapped in program benefits. The programs stemming from this legislation promise a better future for handicapped youngsters and new hope for their parents and friends.

The Bureau of Education for the Handicapped is pleased to present this compilation of programs administered by the U.S. Office of Education which benefit or have the potential to provide educational services to the nation's handicapped children and youth. We hope it will prove useful in multi-funding and coordination efforts by State and local agencies seeking comprehensive approaches to complex problems.

James J. Gallagher
Associate Commissioner
Bureau of Education for the Handicapped
U.S. Office of Education

ACKNOWLEDGMENT

The information contained in this document has been gathered by the staff of the Office of Program Planning and Evaluation, Bureau of Education for the Handicapped. The methodology involved selection of liaison officers, appointed by the respective Office of Education Bureau Associate Commissioners, who identified the programs relating to education for handicapped children. They arranged conferences for the staff of the Bureau of Education for the Handicapped with appropriate individuals or groups responsible for programs within the respective Bureaus.

Many other persons graciously cooperated in compiling data, interpreting the operation of the numerous Office of Education programs which benefit the handicapped; they described the objectives and size and scope of programs, criteria for grants and the mechanics for coordination. The Bureau of Education for the Handicapped wishes to take this opportunity to express its appreciation for the cooperation given by each Bureau, and in some instances members of the staff of the Commissioner of Education who gave so generously of their time and effort to carry out the objectives of this study for implementing significant coordination of programs of the handicapped.

Assisting Mrs. Elizabeth Goodman in the preparation of this report were Mr. Chester Avery, Education Program Specialist, and Miss Marjorie Kornhauser, Research Assistant.

Michael Marge, Director
Program Planning and Evaluation
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INTRODUCTION

The purpose of this Directory is to identify the responsibilities and programs for the education of handicapped children by the U.S. Office of Education.

The term "handicapped" as defined by Federal legislation relating to education of handicapped children includes "THE MENTALLY RETARDED, HARD OF HEARING, DEAF, SPEECH IMPAIRED, VISUALLY HANDICAPPED, SERIOUSLY EMOTIONALLY DISTURBED, CRIPPLED OR OTHER HEALTH-IMPAIRED CHILDREN WHO BY REASON THEREOF REQUIRE SPECIAL EDUCATION AND RELATED SERVICES."

The Bureau of Education for the Handicapped is the principal agency within the Office of Education for administering and coordinating programs relating to the education and training of handicapped children.

The Bureau of Education for the Handicapped administers various programs in the areas of training of professional personnel, research and demonstrations, and special educational services designed to promote the improvement of education for handicapped children. These programs, their purpose, size and scope of effort are described in the following pages.

This Directory will help to bring into focus those Federal programs which lend themselves to interdisciplinary, interagency coordination and may have multi-funding implications at the State and local levels.

HOW TO USE THIS DIRECTORY

For the convenience of those desiring to use this comprehensive compilation of information concerning PROGRAMS FOR THE EDUCATION OF HANDICAPPED CHILDREN IN THE U.S. OFFICE OF EDUCATION, the material has been referenced as follows:

> Those seeking information about programs for handicapped children may select from four different categories of reference which have been incorporated in this Directory. For rapid visual identification, each type of reference has been printed on four different kinds of colored paper stock as indicated with each category shown on the list below. Page numbers show each reference grouping. If the user cannot find the desired information in one reference, each of the others should be tried in turn.

REFERENCE CATEGORIES

1) ADMINISTRATIVE AGENCY
   BUFF PAGES FROM 1 to 63
2) TABULATED TYPES OF BENEFITS AND RESPONSIBILITIES
   GREEN PAGES FROM 65 to 73
3) ALPHABETICAL SEQUENCE
   YELLOW PAGES FROM 75 to 76
4) CATEGORICAL SEQUENCE
   BLUE PAGES FROM 77 to 79

(Inquiries concerning any of these programs should be addressed to the Director of the Division which administers the program or the Associate Commissioner of the appropriate Bureau within the Office of Education.)

IMPLICATIONS FOR COORDINATION OF THE OFFICE OF EDUCATION PROGRAMS BENEFITING THE HANDICAPPED

There are a variety of programs supported by the Office of Education, each meeting a special educational need and serving a specific group of beneficiaries. Because handicapped persons fall in more than one category, project developers need to become familiar with various types of Federal support which are available and could relate to the education of a handicapped child. Some programs provide similar services, and duplication of effort needs to be avoided; others provide complementary services, and more than one type of program needs to be utilized to produce desired results for a handicapped child.

A comprehensive service approach is a goal of education of the handicapped, which would include such services as educational diagnostic services, classroom instruction, instructional aids, materials, textbooks, media, library books and materials, counseling, social and health services, parent education, supervision or teacher training. By careful planning at the local, State and regional levels, Federal resources can be identified which can blend in with the available and potential local resources to:

a) Provide needed services specifically for handicapped children, or

b) Include handicapped children in services designed for the general school population

The description of programs contained in this Directory along with the summary charts in the Appendix describe the capability of various Office of Education Programs, and indicates the extent to which they have been used to benefit the handicapped. It also provides information which could serve as a guide to program planners for the handicapped in formulating new programs and in coordinating activities and services.

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THE BUREAU OF EDUCATION FOR THE HANDICAPPED

The Bureau of Education for the Handicapped was created by Congress and established in January 1967 to strengthen and coordinate activities in behalf of the handicapped. Its mission is to assist States, colleges, universities, and other institutions, agencies and organizations in meeting the education needs of the Nation's more than 5 million handicapped children who require special services. These children account for approximately 10 percent of the school-age population. They are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, emotionally disturbed, crippled, or have some other health impairment that requires special education and related services. Through support for educational services for the handicapped including the production and distribution of captioned films and instructional media, training for teachers and other personnel engaged in education of the handicapped and research, the Bureau is endeavoring to improve the quality and extent of education in these areas. It is concerned with the processes of transmission of knowledge into action through a sequence of research, development, demonstration, implementation and adoption. The Bureau structure contains three major operating units. They are the Division of Educational Services, the Division of Research, and the Division of Training Programs which operate programs related to special education.

The Division of Educational Services provides distribution of resources to assure that educational services for the handicapped can be initiated, expanded, or extended at the local and/or State educational levels.

1. Program: Education of Handicapped Children, Pre-school, Elementary and Secondary, (ESEA Title VI-A, P.L. 89-750)

Purpose: To provide grants which will aid the States in the initiation, expansion, and improvement of programs and projects at preschool, elementary and secondary levels which will improve the education of handicapped children.

Procedure: Each State establishes its own procedure for project applicants based upon State and Federal regulations. Funds for 1968 became available after approval of a State Plan and projected activities which are reviewed and negotiated by the staff of the Division.

Program Development: In May 1967, funds were alloted to all 50 States and outlying areas to be used solely for State planning. In FY 1968 appropriations were as follows:

Appropriation — for FY 1968: $15,000,000, FY 69: $29,250,000.

2. Program: State School Support (ESEA Title I, P.L. 89-313)

Purpose: To extend and improve education and related services to children for whom State agencies are directly responsible. This includes bringing about direct application of research, initiating additional services, providing modern equipment, and evaluating the effectiveness of programs.

Procedure: State educational agencies are sent copies of Title I of the Elementary and Secondary Education Act, as amended, as well as instructions for Title I applications. Allotments to States are processed by the National Center for Educational Statistics. Chief State School Officers and Title I State Coordinators receive information and instruction concerning procedure for approving proposals based on State and Federal regulations.

Program Development: In 1968, 769 State agencies benefited 87,389 handicapped children in institutions. Funding for the year was:

Appropriated: $24,700,000

In FY 1969 the estimated appropriation is $29,740,000.

3. Program: Supplemental Educational Centers and Services. Special Programs and Projects for the Handicapped. (ESEA Title III, P.L. 90-247)

Purpose: To provide grants for supplementary or exemplary programs or projects designed to meet the special educational needs of the handicapped and which hold promise of solution of critical educational problems. (Not less than 15% of Title III funds shall be used for handicapped).

	Procedure:	State Departments of Education and local education agencies apply to State Departments of Education and/or the Office of Associate Commissioner, Bureau of Education for the Handicapped.
	Program Development:	This program enacted in FY 1967, began in FY 1969. It is estimated that $25,000,000 will be obligated to support programs and projects specifically for the handicapped. Prior to the specific legislation requiring that at least 15% of the Title III funds be used for the handicapped, many programs had been funded by the Bureau of Elementary and Secondary Education. These are described in a section beginning on page 15. Projects will assist in providing vitally needed services which improve the quality of education for the handicapped. The projects are expected to be exemplary and innovative in nature. The program presents a rare challenge to special educators to utilize creativity, talents, technologies, and innovative techniques in order to refine, improve and change the educational practices for the betterment of the lives of handicapped children. This program can be a force in providing a community with new educational models and in expanding educational opportunity for all areas of the handicapped.
4.	Program:	Centers and Services for Deaf-Blind Children (ESEA Title VI-C, P.L. 90-247)
	Purpose:	To give grants or contracts to provide, through model centers for deaf-blind children, programs beginning in early childhood, which will enable the deaf-blind to develop to their full potential. These programs may include construction, diagnostic and evaluative services, and consultative service for parents and teachers.
	Procedure:	Public or nonprofit agencies, organizations and institutions may apply to the Division of Educational Services.
	Program Development:	There were no appropriations in FY 1968. The appropriation for FY 1969 is $1,000,000.

5. Program: Recruitment of Personnel and Information on Education of Handicapped (ESEA Title VI-D, P.L. 90-247)

Purpose: To provide grants or contracts to improve recruitment of educational personnel and to improve dissemination of information concerning educational opportunities for the handicapped.

Procedure: Public or nonprofit agencies, organizations or institutions may receive grants, public or private agencies, organizations or institutions may receive contracts. Applications are made to the Office of Associate Commissioner.

Program Development: The appropriation for FY 1969 is $250,000.

6. Program: Captioned Films for the Deaf and Instructional Media for the Handicapped (Captioned Films for the Deaf, P. L. 85-905)

This program has four types of activities:

a) Purpose: To provide a captioned film loan service for educational, cultural, and vocational enrichment of the deaf.

Procedure: State or local public agencies and schools, organizations or groups of deaf persons involved with the deaf individuals who are deaf and shut in at home may apply to the Division of Educational Services.

b) Purpose: To promote educational advancement of handicapped by producing and distributing educational media. This includes the acquisition of specialized equipment and film projectors.

Procedure: State or local public agencies and schools, organizations or groups which serve the handicapped, their parents, employers, or potential employers may apply to the Division of Educational Services.

c) Purpose: To provide contracts for research in use of educational and training films and other educational media for the handicapped, and for their production and distribution.

Procedure: Contracts are given by invitation.

d) **Purpose:** To provide grants for training persons in the use of educational media for handicapped.

Procedure: Public or other nonprofit institutions of higher education for teachers or other specialists may apply to the Division of Educational Services.

Program Development: In FY 1968, expenditures for the Captioned Film program totaled $2,800,000. The appropriation for FY 1969 is $4,750,000.

7. **Program:** Regional Resource Centers (ESEA Title VI-B, P.L. 90-247)

Purpose: To provide grants or contracts to assist in establishing regional centers to develop and apply the best methods of appraising the special educational needs of the handicapped and to assist schools, agencies and institutions in providing programs.

Procedure: Institutions of higher education, State and local educational agencies or combinations of these agencies within particular regions may apply to the Office of the Associate Commissioner.

Program Development: No appropriations were made in FY 1968. The appropriation for FY 1969 is $500,000.

8. **Program:** Early Childhood Education of the Handicapped (Handicapped Children's Early Education Assistance Act, P. L. 90-538)

Purpose: To support experimental preschool and early childhood education programs for handicapped children.

Procedure: Contracts, grants, or other arrangement agencies and non-profit organizations.

Program Development: This is a new piece of legislation which authorizes $1,000,000 in FY 1969 and $10,000,000 in FY 1970 to support experimental preschool and early childhood programs, which promote a comprehensive and strengthened approach to special problems of these children. Emphasis will be on developmental aspects of early childhood, parental participation and community involvement. The FY 1969 appropriation was $1,000,000.

9. **Program:** Vocational Education for the Handicapped (Vocational Education Amendments of 1968. P.L. 90-576, Title I-B)

Purpose: To provide effective vocational education programs for the handicapped; to develop new programs which relate vocational education to the needs of the handicapped; to construct or appropriately remodel facilities to adapt them to the unique vocational educational needs of the handicapped.

Procedure: This program will operate through an approved State plan with 50 percent matching State funds. Plans must be developed jointly by a State vocational education agency, or a State special education agency. Plans should consider needs of persons in day and residential settings, public and private settings and needs of persons in rural as well as urban communities. Office of Education can offer technical assistance. Beginning FY 1970, at least 10% of State allotments is to be used to benefit the handicapped. The term, "handicapped" is defined to include persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled or other health impaired.

Program Development: A new program to begin after June 30, 1969. During 1968, cooperative planning will take place between the Bureau of Adult, Vocational and Library Programs and Bureau of Education of the Handicapped to implement the legislation. Efforts will be undertaken to coordinate activities of vocational education, vocational rehabilitation and special education to insure continuity and broad use of resources. An inter-agency, inter-disciplinary approach to vocational education is to be encouraged. Congress has asked that emphasis be placed on expansion of vocational education for the handicapped to elementary and post-secondary levels, in that such programs necessitate a long-term process from development of work attitudes in early school years to counseling and retraining following high school.

The Division of Training Programs provides support to institutions of learning and to state educational agencies so that programs for the preparation of special educational personnel can be supported or expanded.

1. Program: Training of Teachers of Handicapped Children (Handicapped Teacher Training, P.L. 85-926 as amended by P.L. 88- 64)

Purpose: To provide grants to institutions of higher education and to State educational agencies for the training of teachers and specialists for the handicapped.

Procedure: Institutions of higher education and State educational agencies are eligible for grants. Applicants for traineeships or fellowships apply to the State educational agency or participating higher education.

Program Development: 11,593 students benefited in 1967 from training in 243 different institutions and 54 State educational agencies. This included 390 post master and 2,172 master fellowships, 1,232 senior year traineeships, 2,370 summer traineeships, and 51,429 special study institutes traineeships. It also includes 65 program development grants at 58 institutions.

In FY 1968, $24,500,000 was expended on this program. For FY 1969, the appropriation is $29,700,000.

2. Program: Training of Physical Educators and Recreation Personnel for Handicapped Children (Mental Retardation Facilities Construction Act, P.L. 88-164, Title V, Section 501)

Purpose: To provide grants to public and other non-profit institutions of higher education for professional training of physical education and recreation personnel for the handicapped.

Procedure: Institutions of higher education may apply to the Division of Training Programs.

Program Development: $1,000,000 was authorized for FY 1968 but the program was not funded. The obligation for FY 1969 is $300,000.

The Division of Research supports investigators and organizations in the discovery, organization, and sequencing of knowledge for the maximum educational benefit for the handicapped.

1. **Program:** Research and Demonstration Projects In Education of Handicapped Children (Mental Retardation Facilities Construction Act, P.L. 88-164, Title III, Section 302, as amended)

Purpose: To provide grants and contracts to promote research and demonstration and to improve the education of the handicapped. Grants for construction of research facilities are also provided.

Procedure: State or local educational agencies, public or private institutions of higher education, public or private educational or research agencies, organizations or individuals may apply to the Division of Research.

Program Development In 1968, 135 projects were funded in all areas including a network of 14 Instructional Materials Centers and one major comprehensive Research and Demonstration Center: In FY 1968, appropriations were $11,100,000 and for FY 1969 $12,800,000.

2. **Program:** Research and Demonstration Projects in Physical Education and Recreation for the Mentally Retarded and Other Handicapped (Mental Retardation Facilities Construction Act, P.L. 88-169, Title V, Section 502)

Purpose: To provide grants for research and demonstration projects relating to physical education or recreation for the handicapped.

Procedure:	State or local educational agencies, public or non-profit private educational or research agencies and organizations may apply to the Division of Research.
Program Development:	The obligation for FY 1969 is $300,000.

THE BUREAU OF ELEMENTARY AND SECONDARY EDUCATION

The Bureau of Elementary and Secondary Education is responsible for many programs for preschool, elementary, and secondary children which benefit the mentally and physically handicapped. Innovative projects funded through some of these programs have been specifically designed for various types of handicapped children. Other programs provide services for the handicapped as well as for the normal child. In administering the programs, the divisions within this Bureau, where appropriate, accept some responsibility for the handicapped.

The Division of Compensatory Education administers national programs to improve education for disadvantaged children whose specific needs have not been fulfilled by existing school programs. It supports comprehensive programs to strengthen school systems where deprived children are concentrated as well as projects for a variety of remedial and supplementary services. The Division directs Title I of the Elementary and Secondary Education Act of 1965 which funds programs for local educational agencies with high concentrations of low-income families, State institutions for delinquent or neglected children, and State educational agencies operating programs for children of migratory agricultural workers. The law includes handicapped children among the educationally deprived so that Title I projects include educational aid to handicapped children within these school settings. The Division also administers an Office of Economic Opportunity supported program which serves disadvantaged children in grades 1 through 3, who have had some preschool training. Descriptions of major programs which provide educational benefits to handicapped children follow:

1.	Program:	Educationally Deprived Children in Local Educational Agencies (Title I, Elementary and Secondary Education Act of 1965, P.L. 89-10)
	Purpose:	To assist in expanding and improving educational programs which contribute to meeting the special educational needs of educationally deprived children. Long-range objective is to improve the educational achievement of children of poverty so that they can meet the national average.

Procedure: County allocations based on a formula are suballocated to local educational agencies. Over $1 billion has been allocated to States and outlying areas for 1969. Each State educational agency receives project applications from eligible local school districts. In considering and approving applications, the State educational agency weighs its own and the Federal guidelines, regulations, and criteria for determining the size, scope, and quality of a project and its promise of success in meeting the special educational needs of the deprived child. Priority areas include preschool and early elementary education, central city education and education in rural poverty areas.

Program Development: During the fiscal year ending June 30, 1967, over 9 million educationally disadvantaged and handicapped children received benefits under Title I. Expenditures for instructional and service activities for all the children amounted to $883,928,100. The greatest emphasis, in terms of participation, was placed on English-reading instruction with 53 percent of all the funds. Other benefits were library services, specialized guidance services, health services, additional personnel such as teacher aides, fine arts programs, instruction in English as a second language, tutoring programs, and parental and community involvement. About 1.9 million children participated in special summer programs which included such activities as camping, remedial instruction, field trips, and vocational education.

Benefits to Handicapped: Title I revised criteria encourage local educational agencies with high concentration of low-income families to include programs for the handicapped in their proposals. Children from impoverished homes commonly suffer physical and intellectual as well as cultural handicaps which impede their academic achievement and help perpetuate the cycle of poverty.

During fiscal year 1967, $22,698,500 was spent on special activities for the handicapped, and an additional $5,943,900 on speech therapy, totaling $28,642,400.

The above items are compared by grade span in the table. (See page 13.) Data for FY 1968 are now being compiled.

2. Program: Follow Through (Section 222) (a) (1), Economic Opportunity Amendments of 1967, P.L. 90-222)

Purpose: To provide grants to communities to conduct specially designed compensatory programs in the early primary grades for disadvantaged children who have participated in Head Start-type programs.

Procedure: Eligible applicants submit proposals to the Office of Education. Copies are sent to State educational agencies and other interested agencies for their recommendations. About $15 million was distributed in FY 1968.

Program Development: Approximately 15,500 children, in more than 90 districts, will participate in school year 1968-69. The programs are implementing diverse approaches to the education and development of poor children in the early grades. The approaches have been designed by various individuals and institutions, and will be subject to intensive evaluation over a period of time.

Benefits to Handicapped: The criteria require that a large proportion of Follow Through pupils come from low-income families. While there are no Follow Through statistics relating participants to handicapping conditions, children from poverty homes commonly suffer mental and physical handicaps.

3. Program: State and Locally Supported Long-Term Care Institutions for Delinquent or Neglected Children (Title I, Elementary and Secondary Education Act of 1965, P.L. 89-10 as amended)

Purpose: To provide grants to State agencies and local educational agencies operating or supporting educational programs in institutions for delinquent or neglected children. The grants are to assist in expanding and improving the educational programs.

NUMBER OF HANDICAPPED CHILDREN PARTICIPATING AND FUNDS EXPENDED IN TITLE I, ESEA LOCAL EDUCATIONAL AGENCY PROGRAMS COMPARED WITH THE TOTAL TITLE I PROGRAM, FISCAL YEAR 1967

GRADE SPAN	PARTICIPATING CHILDREN					EXPENDITURES[1]				
	TOTAL (PARTICIPATING) CHILDREN	SPEECH ACTIVITIES FOR HANDICAPPED		SPEECH THERAPY		TOTAL EXPENDITURES	SPECIAL ACTIVITIES FOR HANDICAPPED		SPEECH THERAPY	
		NUMBER	PERCENT OF TOTAL	NUMBER	PERCENT OF TOTAL		AMOUNT	PERCENT OF TOTAL	AMOUNT	PERCENT OF TOTAL
All grades . . .	9,046,200[2]	171,610	1.9	282,180	3.1	$883,928,100[3]	$22,698,500	2.6	$5,943.900	0.7
Prekindergarten and Kindergarten	475,170	6,360	1.3	30,670	6.5	65,484,600	873,200	1.3	647,900	1.0
Grades 1-6	5,317,830	125,660	2.4	180,760	3.4	552,098,200	16,566,100	3.0	3,810,000	0.7
Grades 7-12	3,113,500	339,590	1.3	70,750	2.3	266,345,300	5,259,200	2.0	1,486,000	0.6
						AVERAGE EXPENDITURE PER-CHILD				
						$98	$132	—	$21.	—

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[1] Designation of funds by instructional and service activity was estimated by reporting local educational agencies.

[2] Includes 139,700 ungraded children.

[3] Excludes funds expended for inservice training, parental involvement, construction, and other items not separately identified.

	Procedure:	Eligible institutions in cooperation with appropriate State and local agencies (health, welfare, education or correction agencies) submit proposals for approval to the State educational agency. Allocations for this part of the program are based on a formula. Over $20 million has been allocated to State and local institutions serving neglected and delinquent youngsters for 1968.
	Program Development:	In November 1966, delinquent and neglected youngsters living in institutions were included as beneficiaries of Title I, Elementary and Secondary Education Act. Title I has made it possible to initiate many institutional programs involving the use of basically new educational approaches.
	Benefits to Handicapped:	A significant number of students benefiting under this program are mentally retarded, emotionally disturbed, or have physical handicaps. There is no statistical breakdown, however, showing specific programs relating to handicapping conditions.
4.	Program:	Migratory Children (Title I, Elementary and Secondary Education Act of 1965, P.L. 89-10 as amended)
	Purpose:	To provide grants to State educational agencies for establishing and improving programs for migratory children of migratory agricultural workers.
	Procedure:	Allocations for this part of the program are based on a formula. States must submit a plan for the approval of the U.S. Commissioner of Education who then awards grants for projects. Estimated expenditures for FY 1968 amount to $37.6 million for an estimated number of participants of 228,385. Over $45 million has been allocated to the States for FY 1969.
	Benefits to Handicapped:	Through this program, handicapped children of migratory families are identified. Many have been referred for health services, taken to clinics, and given a variety of special services which enable

them to function in a school setting. In addition, many handicapped migrant children have been referred to special classes.

The Division of Plans and Supplementary Centers administers a variety of programs aimed at improving the quality of American education and enriching the educational opportunities and the curriculum for all children. The Division administers Title III, ESEA which supports supplementary educational centers and services.

1. Program: Supplementary Educational Centers and Services (Title III, Elementary and Secondary Education Act of 1965, P.L. 89-10 as amended)

Purpose: To support supplementary educational centers and services in order to stimulate and assist in providing vitally needed educational services, not available in sufficient quantity, and establishing and developing exemplary elementary and secondary school educational programs to serve as models for regular school programs. The program is designed to stimulate the local school districts to seek creative solutions to their educational problems in all areas of education, including the handicapped. The program is known as PACE (Projects to Advance Creativity in Education).

Procedure: Project proposals may be submitted only by a local educational agency. It may represent a combination of school districts and may include interstate groupings of eligible applicants. Planning, conducting and appraising project activities must include persons broadly representative of the cultural and educational resources of the area. Funds may be granted for planning, pilot, or operational activity. Projects in general may receive support for no more than three years. Proposals should indicate methods for phasing out Federal support through gradual cost absorption by local or other funding.

During the first 3 years of operation of this program, the decision for approval and funding of proposals rested with the Office of Education.

Applications were submitted concurrently to the Office of Education and the State educational agency directly from the local educational agency. The State reviewed and recommended action on each proposal. Projects were read by area specialists and outside consultants. Recommendations were submitted to the Title III Advisory Committee which recommended projects for approval to the Commissioner.

Beginning in FY 1969, 75% of the program will be administered through a State plan procedure and 25% will continue to be administered by the Office of Education. A minimum of 15% of the grant funds administered by the States and the Office of Education must be used to serve the handicapped.

Program Development: The programs funded under Title III have reflected an effort of education to keep abreast with rapid advancement in all aspects of life, to cope with problems of poverty, to deal with urban and metropolitan improvements. It has attempted to provide a creative adaptation to change in education. Priority areas for funding include:

- improvement of education for deprived children in central core areas;
- programs designed to advance individualized instruction to allow students to learn at their own pace;
- exemplary programs of early childhood education;
- improvement of educational opportunities for children in geographically isolated areas.

Benefits to Handicapped: As of September 1968, 142 projects for the physically, mentally, and emotionally handicapped, costing $14,590,000 and serving 475,207 participants, had been funded under ESEA, Title III. During FY 1966 and FY 1967, some of the Title III money in 38 States was used for planning or operational activities for the handicapped.

Innovative programs are being conducted in regular schools, special schools, clinics, outdoor camps, and in mobile units for 491,000 handicapped children, youth and adults—some programs serve 3-year-old children. A variety of comprehensive programs in special education are being designed and tested by groups including psychologists, architects, social workers, public health officials, medical doctors, various associations for the handicapped, and parents to bridge the gap between diagnosis of disability and educational services. The training of classroom teachers, guidance counselors, remedial teachers, school administrators, and parents are an important part of many of the projects funded.

The titles of a few projects are as follows:

- A Banking Program for Deaf Students
- Special Educational Services for Physically and Mentally Disadvantaged Students
- A Center for Diagnostic and Remedial Services
- An Exemplary Program of Itinerant Orientation-Mobility for Blind Children on a Regional Basis
- A Cooperative Summer School Camp for the Physically Handicapped
- A Program for the Education of the Emotionally and Perceptually Handicapped
- Identification of and Programing for Learning Disabilities in Preschool Cerebral-Palsied Children
- A Training Program and Sheltered Workshop for Trainable Mentally Retarded Children

The Office of Education awarded a contract to a team of educational specialists to evaluate the PACE Program for the fiscal year 1966. The analysis of Title III projects for the handicapped was contained in a section of the report written by Samuel A. Kirk. Twenty-eight projects dealing with some phase of education of the handicapped were reviewed, of which 18 were planning grants, nine were operational, and one was both. Budgets in the project applications ranged from \$6,976 to \$982,286. The requests were concentrated as follows:

a) 35.4% for the establishment of diagnostic and educational centers;

b) 21.4% for programs for the emotionally disturbed.

Evaluation of the projects relating to diagnostic centers indicated that:

a) The need arises because of lack of public diagnostic concern for handicapped children.

b) Existing clinics have been organized for other purposes than for educational recommendations. They tend to be understaffed and have waiting lists.

c) Most of the proposals included rural areas surrounding the communities where there has been little diagnostic or special educational service.

d) Most of the proposals did not include new concepts; they tended to duplicate diagnostic clinics with team approaches.

The recommendation is for concentration of diagnostic and special education under educational auspices involving practical procedures for classroom practice.

The evaluation of the projects relating to the emotionally disturbed indicates they were innovative, contained novel procedures with good reason, and were exemplary.

The report identified eight major gaps in programs of education for the handicapped:

1. Special education in rural areas.

2. Programs for the emotionally or socially maladjusted.
3. Provisions for children with learning disabilities.
4. Provisions for psychoeducational diagnosis leading to special education.
5. Development of programed learning procedures for different types of handicapped.
6. Development of special instructional materials and methods.
7. Secondary prevention through early identification of handicapped.
8. Special facilities.

According to the study, Title III during its first year was filling 2 of 8 major gaps in the programs of education for the handicapped.

Observations: Title III can be a powerful force in the development of innovative and exemplary programs in the education of the handicapped. Better service to the handicapped requires implementation of the ideas resulting from research and the larger supply of trained specialists.

The Division of State Agency Cooperation works with State departments of education to assist in strengthening their capabilities to identify and meet educational needs and to provide imaginative and creative leadership in elementary and secondary education. In particular, Division personnel provide consultative and technical assistance as requested by State education agencies to encourage and improve comprehensive statewide educational planning. Grant-in-aid programs administered by the Division include: Titles II and V of the Elementary and Secondary Education Act of 1965, and Titles III and V-A of the National Defense Education Act of 1958.

1. Program: Strengthening State Departments of Education (Title V, Elementary and Secondary Education Act of 1965, P.L. 89-10, as amended)

Purpose: To provide grants to State departments of education to develop and strengthen their leadership resources and to help them to identify and meet the educational needs of their States.

Procedure: A statutory formula is used to determine each State's entitlement. Applications for grants are submitted annually to the Commissioner of Education stating specifically the activities to be supported with program funds. Reports of expenditures, personnel, and program operations are submitted to the Office of Education at the end of each fiscal year.

Program Development: Basic Grants. Some States have used program funds to improve their capabilities in such areas as data collection, educational research and demonstration; statewide planning, evaluation, and dissemination; improving the quality of teacher preparation; educational finance; measurement of educational achievement; staff development; and providing consultation and technical services to local education agencies.

Special Projects. From fiscal year 1966 through 1968, some 41 multi-state projects and conferences have been funded, involving virtually all the States and dealing with such problems of common interest as education for the future, information systems, interstate teacher certification, teacher education, school district reorganization, policy-making activities of State boards of education, summer activities of school-age youth, education of migrant children, urban education, public information, statewide testing, and school finance.

Personnel Interchange. The statute makes provision for interchange of personnel among the U.S. Office of Education and State agencies. Under this authority, a Cooperative Career Development Project has been established with State universities to offer young men and women beginning their professional careers a year's working experience and training in the Office of Education. This program is administered by the Personnel Division, Employment Development Branch.

Benefits to Handicapped: From fiscal year 1966 through 1968, some 20 State educational agencies used basic grant funds for activities specifically related to the education of the handicapped. These activities have been supported by program funds ranging from $172,168 (spent) in FY 1966 to $382,565 (granted) in FY 1968. A persistent problem among the States has been the hiring of qualified personnel to carry out proposed activities for which grants are made.

2. **Program:** School Library Resources, Textbooks, and Other Instructional Materials (Title II, Elementary and Secondary Education Act of 1965) P.L. 89-10, as amended

Purpose: To provide funds for the acquisition of school library resources, textbooks, and other printed and published materials for use by children and teachers in public and private elementary and secondary schools.

Procedure: To apply for its allotment, each State or similar jurisdiction submits a State plan for the operation of its Title II program to the U.S. Office of Education. The State plan must, among other requirements, provide for the distribution of materials on the basis of relative need, assure that materials will be provided on an equitable basis for the use of children and teachers in private schools, and assure that Federal funds will be used to supplement rather than supplant other programs serving the purposes of this title.

Funds may be used to purchase books (including textbooks), periodicals, documents, pamphlets, photographs, reproductions, pictorial or graphic works, musical scores, maps, charts, globes, sound recordings, processed slides, transparencies, films, filmstrips, kinescopes, and video tapes, or any other printed and published materials of a similar nature.

Program Development: From 1966 through 1968, most of the almost $300 million allotment to the States and outlying areas during the 3 years was spent on school library resources. For fiscal year 1968, $99,234,000 was allotted to the States and the District of Columbia based on a formula. Funds are also allotted to American Samoa, Guam, Puerto Rico, Trust Territory, Virgin Islands, and for children in Bureau of Indian Affairs schools.

Benefits to Handicapped: Handicapped children would benefit as they are a part of the total school population, in special classes in regular public and private schools, and in special schools and institutions for mentally, physically, and emotionally handicapped children. Correctional institutions and hospital schools might be included. Several States have made specific provision for handicapped children in their State plans.

In some States, special-purpose grants to provide instructional materials for handicapped children and their teachers have been made as a part of the distribution under their State plan relative-need formulas. Some representative examples of projects which have been funded are:

Loma Alta High School, Marin County, California

A collection of school library materials is available for the use of the children and teachers in this school which serves the Marin County Juvenile Hall and Family Rehabilitation Center. Faculty members hope to assess the effects of adequate library resources upon "negativistic" feelings which youngsters harbor about school and upon the impact that school library services may have on their education.

Board of Cooperative Educational Services (BOCES), Tompkins-Seneca, New York

A library instructional materials center will be set up to provide multimedia materials for use in the centers serving the special education needs of 380 handicapped children in 28 classes and their 26 teachers within the area served by this BOCES. Learning experiences will be provided in many different ways and through as many different media as possible for reinforcement and to counteract the typical short attention span of the children involved. Staff will be provided at the BOCES unit, and deliveries of materials will be made to each of the 11 centers where the materials will be used.

Columbus Children's Psychiatric Hospital, Franklin County, Ohio

A multimedia collection of enrichment materials especially selected to motivate learning and to encourage reading will be provided in the central library room and three core classrooms of the Columbus Children's Psychiatric Hospital. This is a residential treatment hospital for emotionally disturbed children of central Ohio.

Regional Library for the Visually Impaired and Blind, Wichita, Kansas

This library provides books in braille, large print books, The New York Times in large print, talking books, and tapes, as well as materials in other media for the use of visually handicapped children and young people.

Bureau for Physically Exceptional Children, Sacramento, California

For 4 years a special purpose grant has been made to this Bureau for books for loan to visually handicapped children. Braille and large-print materials are circulated by the Clearing House Depository for the Visually Handicapped.

3. Program: Strengthening Instruction in Critical Subjects and in the Arts and the Humanities (Title III, National Defense Education Act of 1958, P.L. 85-864, as amended; and Section 12, National Foundation on The Arts and Humanities Act of 1965, P.L. 89-209)

Purpose: To strengthen elementary and secondary instruction in science, mathematics, modern foreign languages, history, civics, geography, economics, English, reading, industrial arts, humanities, and arts through:

a) grants for the acquisition of laboratory and other special equipment and materials, including minor remodeling;

b) loans for similar acquisitions and minor remodeling by nonprofit private schools.

Procedure:

Grant Program: State education agencies submit State plans or amendments to the U.S. Commissioner of Education for approval. Each year, participating States submit descriptions of projected activities to the Office of Education. A statutory allotment formula takes into account a State's school-age population and income per school-age child. Federal funds must be matched dollar-for-dollar by State and local funds. Public schools make application to the State education agency.

Loan Program: Private nonprofit elementary and secondary schools apply for loans directly to the Office of Education.

Program Development:

As originally designed, the National Defense Education Act (NDEA) programs included only three areas—science, mathematics, and modern foreign languages. During its 10-year existence, it has been amended to include other critical subjects and broadened to allow the purchase of a wider range of equipment and materials. In 1965, a similar program for the arts and humanities was enacted which, though operated in conjunction with the NDEA program, is funded separately.

Support is given for purchase of laboratory and audiovisual equipment. The greatest expenditures have been made for such items as science laboratory equipment, microscopes, models, motion picture and slide projectors, tape recorders, phonographs, language laboratories, and TV receivers.

The program also provides for the purchase of books and printed materials which are not used as textbooks. All purchases must be for classes in the designated subject areas and may include such materials as atlases, dictionaries, other reference materials, paper-bound books, charts, dioramas, films, filmstrips, flat pictures, globes, laboratory materials not consumed in use, magnetic recording tape, maps, microfilms, models, paintings, photographs, planispheres, prints, professional materials, recordings, and slides. Equipment and materials for exclusive use by the teacher also may be acquired.

Minor remodeling in completed buildings is allowed to make effective use of equipment and materials in critical subjects. Remodeled space is to be used as a laboratory or classroom for education in critical subjects. In 1963, Title III was amended to include test-grading equipment for public elementary or secondary schools or both, and specialized equipment for audiovisual libraries serving such schools, including minor remodeling to make effective use of such equipment. Audiovisual libraries may purchase and prepare a variety of materials for use only in the critical subjects.

During fiscal year 1967, funds provided under NDEA Title III were used by State education agencies to employ over 500 subject specialists, to provide inservice education for some 245,500 participants, and to support approved projects of approximately 12,500 local education agencies, totaling over $183 million in Federal, State, and local funds. For the arts and humanities, $440,000 was available for grants and $60,000 for loans.

For fiscal year 1968, the appropriation for the NDEA acquisition and remodeling program was $76.24 million. For National Foundation and Humanities Act (NFAHA) grants and loans, $500,000 was available.

In both the NDEA and NFAHA legislation, 12 percent of the appropriation for acquisition and remodeling is reserved for loans to nonprofit private schools for these purposes.

Benefits to Handicapped: While there is no statistical breakdown indicating how much money was used to benefit handicapped children, there is evidence of the use of these funds in special programs for the handicapped.

In August 1963, Title III regulations were revised to allow for the participation of public elementary or secondary schools "such as those for the deaf or blind, operated under State law by State Educational Agencies."

In December 1963, NDEA was extended and modified, broadening the definition of "local educational agency" to include any public institution or agency which has administrative control and direction of any public elementary or secondary schools, "for example, those schools for the handicapped which are operated by public agencies other than local school authorities."

The guidelines contain several references to the handicapped. In giving examples of eligible materials, the guidelines specify braille materials (not used as basic texts in a class setting), captioned films for the deaf, and recordings, including talking books.

4. Program: Guidance, Counseling, and Testing (Title V-A, National Defense Education Act of 1958, P.L. 85-864, as amended)

Purpose: To assist in establishing and maintaining guidance, counseling, and testing programs in public and nonpublic elementary and secondary schools, junior colleges, and technical institutes.

To encourage capable students to complete secondary school and pursue course requirements for admission to institutions of higher education. To provide students with educational and vocational guidance.

Procedure: State education agencies submit State plans or amendments to the Commissioner of Education for approval with descriptions of projected activities submitted annually. Nonpublic schools, if not covered in the State plan, may submit applications for testing services directly to the Commissioner. In either case, Federal funds are matched dollar-for-dollar by the State or nonpublic agency.

Program Development:	Since the enactment of Title V-A, guidance and counseling services in public schools have increased significantly, from approximately 12,000 full-time equivalent school counselors in 1959 to about 43,800 in 1968. During this period, there has been an increase in the numbers of students entering college or post-high-school programs. While the student-counselor ratio in the secondary schools is gradually being reduced, great emphasis is being placed on increasing the numbers of counselors at the elementary level and in post-high-school vocational and technical schools.
Benefits to Handicapped:	Although reporting data with specific reference to the handicapped are not available, it is certain that handicapped children have benefited from the program. Professional counselors serving entire school populations have been able through testing and other techniques to identify handicapped children and promote the establishment of special instructional programs to meet their needs.

The Division of Equal Educational Opportunities is concerned with helping school personnel to deal effectively with problems related to desegregation. It administers Title IV of the Civil Rights Act of 1964, P.L. 88-352.

Program:	Equal Educational Opportunities (Civil Rights Act of 1964, Title IV P.L. 352)
Purpose:	To provide assistance to school personnel to deal with problems related to desegregation.
Procedure:	Modest financial support is available on a competitive basis for rendering technical assistance to school superintendents experiencing problems in desegregation. Eligible applicants may apply for a grant for an institute or technical assistance to the Office of Education through the appropriate regional office. Contracts are negotiated with institutions providing the training programs.
Program Development:	During FY 1968, 58 grants were made to local education agencies, 21 to State education agencies, and 32 to academic institutions.

Benefits to Handicapped: State institutions for the handicapped are eligible to receive support in dealing with their desegregation problems. Some support has already been given to some of these institutions. They receive technical assistance or may request inservice training for the staff.

The Division of School Assistance in Federally Affected Areas is concerned with school construction and operation of programs in areas of the country where the school population is affected because of Federal activities, Cuban refugees or a major disaster. It administers programs for school construction, maintenance and operation of schools, and for Cuban refugees in Dade County, Florida.

Programs:

1. School Construction in Federally Affected Areas and Major Disaster Areas (P.L. 81-815)
2. School Maintenance and Operation in Federally Affected Areas and Major Disaster Areas (P.L. 81-874)
3. Cuban Refugee Assistance (P.L. 87-510)

Procedure: School districts eligible for impact aid apply to the Office of Education through the appropriate State educational agency. The Board of Public Instruction of Dade County, Florida negotiates with the Office of Education according to its needs in behalf of Cuban refugees.

Program Development: Impact Aid. The Office of Education provides financial assistance programs to eligible school districts based on a statutory formula. The money goes into the current maintenance and construction funds and may be spent in accordance with State and Federal regulations. P.L. 81-874 provides financial assistance for:

a) School districts burdened with acquisition of real property by the U.S. Government.

b) Education of certain children who reside on Federal property or reside with a parent employed on Federal property.

c) Operating funds to Federal agencies where no local educational agencies furnish free public education to children residing on Federal property.

d) Costs of transportation and services for children to attend local public schools.

In FY 1966, arrangements were made in 52 instances at a total cost of $21,538,000 for educational programs for more than 48,314 pupils, most of whom were children on military installations in the United States.

P.L. 81-815 includes a provision for assistance for construction of minimum school facilities by local educational agencies for children of families residing on tax exempt property such as Indian Reservations, Army, Navy, or Air Force installations when the State or local educational agency has no other legal authority for this construction. The total expenditures for the Impact Aid programs during FY 1967 and 1968 follow:

	(Construction) P.L. 81-815	(Maintenance and Operation) P.L. 81-874
1967	$22,937,000	$416,000,000
1968	22,937,000	395,390,000

Benefits to Handicapped: Because there are handicapped children residing in Federally impacted areas, a small amount of the impact aid money has been spent by the eligible school districts on these students. This is, of course, secondary to the purpose of the legislation which is for assistance to communities where the school population is affected because of Federal activities.

THE BUREAU OF ADULT, VOCATIONAL AND LIBRARY PROGRAMS

The Bureau of Adult, Vocational and Library Programs is concerned with a) vocational and technical education, b) manpower development, c) library services, d) adult education, e) educational TV. It has four Divisions which administer its programs, namely the Division of Vocational and Technical Education, the Division of Manpower Development and Training, the Division of Library Services and Educational Facilities, and the Division of Adult Education Programs. Many handicapped persons benefit under these programs. It has direct responsibility for library services for the handicapped and vocational education of persons with special needs.

The following programs have some responsibility for the handicapped:

1. Vocational Education
2. Manpower Development and Training
3. Library Services to the Physically Handicapped
4. State Institutional Library Service

In addition, the Division of Adult Education administers two programs in which handicapped may benefit if projects relating to their needs are locally initiated. They are:

1. Community services and adult education
2. Adult Basic Education

1. Program: *Vocational Education. (Vocational Education Act of 1963, P.L. 88-210.)

Purpose: To maintain, extend and improve vocational education programs and develop new programs to be available to all persons who have the desire and ability for training or retraining for employment.

Procedure: The program operates through an approved State plan with 50% matching State funds. The program is administered by the Division of Vocational and Technical Education with the Regional Office of Education representatives working with the States.

Program Development: Provides vocational and technical training in high schools, post-secondary schools, vocational and technical area schools, junior

*Note: See page 6 for information on program for handicapped under Vocational Education Act Amendments of 1968.

and community colleges, and four year colleges and universities. It includes a variety of training areas for skilled and unskilled jobs to persons:

a) attending high school.

b) who have completed or left high school but are free to study full time in preparing for a job.

c) persons needing training or retraining to hold a job or to advance their positions.

d) persons who have handicaps (academic, socio-economic or other).

During FY 1967, $198,225,000 was appropriated for the Vocational Education Act of 1963 of which $6.7 million or 3.3 percent of the total was expended on persons with special needs.

During FY 1968, the appropriation was the same and $8.4 million or 3.7 percent was expended on this group.

Benefits to Handicapped:

While the legislation specifies the inclusion of handicapped persons, they are included in a category along with other persons with special needs. Thus the reporting system does not lend itself to providing information on the extent to which handicapped persons have benefited under this legislation. The Division of Vocational and Technical Education is attempting to give visibility to the need for including handicapped persons in the State and local programs and has a staff member in each of the Regional offices assigned to providing technical assistance to States wishing to develop vocational programs for persons with special needs. To date, however, the States have placed a low priority on this category as only a small investment has been made in the area of vocational education for the handicapped. As State Departments of Vocational and Special Education work together, it may be anticipated that more cooperative jointly funded programs will develop.

2. **Program:** Manpower Development and Training. (Manpower and Development and Training Act, P.L. 87-415, as amended.)

Purpose: To provide an opportunity for unemployed and underemployed people to equip themselves with new and improved skills at a sub-professional level that will provide them reasonable assurance of employment.

Procedure: Project proposals are developed by the local employment service and vocational educational service agencies. They are then reviewed by the State counterparts of these two agencies. Depending on the total project cost, final review and approval is accomplished by the regional representative of the Labor Department's Bureau of Employment Security and the Office of Education's Division of Manpower Development and Training.

Program Development: Provides training for unemployed people and pays for training of heads of families, but 25% of trainees may be under 22 years of age. Training may include on-the-job training and supplementary instruction. Provision is also made for training of persons in institutions.

MDTA is operated on an approved project basis. Types of occupational training offered vary from year to year depending on local job market requirements. Thus far, training has been provided in more than 600 occupations. Most MDTA projects are in the clerical fields, health services, machine operation, welding and auto repair. The program serves the "disadvantaged" and a physical or mental handicap is one of several characteristics used to identify disadvantaged persons. Should they meet the requirements (both physical and mental) handicapped people may enter any MDTA project.

Benefits to Handicapped: Under existing legislation handicapped persons may participate in the regular MDTA projects, and it is also possible to design programs specifically for the handicapped. Cumulatively as of December 1967, 8.3% of 669,500 trainees or 55,568 handicapped persons had enrolled in MDTA training since the program's inception in 1962. Some were in institutional projects and some in community projects. Many of these trainees entered the regular labor market.

3. Program: Library Services to the Physically Handicapped. (Library Services and Construction Act, P.L. 89-511.)

Purpose: To establish and improve library services to physically handicapped persons who are certified by competent authority as unable to read or to use conventional printed materials as a result of physical limitations.

Procedure: The program operates through a State plan, approved by the U.S. Commissioner of Education and administered by the State Library Administrative Agency. Each State and Territory also submits an annual program and budget. In FY 1967 and 1968, basic awards were made to each State and territory with the Federal contribution 100%. Thereafter, grants will be made on a population formula with the Federal share from 33% to 66%.

Program Development: Library services are provided to the physically handicapped through public or other nonprofit libraries, agencies, or organizations. In FY 1967, $250,000 was appropriated — $4,735 for each State, Puerto Rico and the District of Columbia, and $945 for each territory. In FY 1968, appropriations amounted to $1,254,000 with $23,750 for each State, Puerto Rico and the District of Columbia, and $4,750 for each territory.

Benefits to Handicapped: Libraries are being given the means to help handicapped persons unable to use conventional reading matter overcome limitations through special library services and material. In implementing this program, librarians in all types of libraries — public, school, college and institution are given the responsibility to provide or know where to get materials such as talking books, books in Braille, on tape or on captioned film, as well as equipment like talking book machines, page turners, projected book machines, prism glasses, reading stands, magnifiers and other self-help devices. Librarians are encouraged to cooperate with other agencies to locate the handicapped, identify their needs and limitations, tailor services to their needs, interests and abilities and find ways of motivating the handicapped to use available services.

Unless libraries of all types identify the handicapped persons who cannot read or handle ordinary library materials and provide them with materials and services they can use, the growing supply of talking books, books in large type, captioned films, reading aides and other special devices will be wasted.

4. **Program:** State Institutional Library Services. (Public Library Services and Construction Act, Title IV-A, P.L. 89-511.)

Purpose: To establish and improve institutional library services operated or substantially supported by the States for the benefit of the institution residents.

Procedure: The program operates through a State plan administered by the State library administrative agency. The determination of the best use of funds is reserved to the States and their local subdivisions. The programs are assigned to the Division of Library Services and Educational Facilities.

Program Development: Provides for purchase of books and other library materials and library services to:

a) inmates, patients, or residents of penal institutions, reformatories, residential training schools, orphanages, or general or special institutions or hospitals operated or substantially supported by the State.

b) students in residential schools for the handicapped.

Benefits to Handicapped: During FY 1967, the first year of the program activities were limited to planning. About $345,000 was spent by the States on planning. In FY 1968, $2,014,000 was appropriated and allotments amounted to $38,000 for each of the States, Puerto Rico and the District of Columbia, and $9,500 for each of the four territories.

The available funds may be spent for books and other library materials, and for library services to inmates, patients, or residents of penal institutions or hospitals and to students in residential schools for the handicapped, including the mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason thereof require special education. These institutions and schools must be operated or substantially supported by the State. Expenditures can also be made for professional and non-professional library staff and for administrative costs.

5. Program: Community Services and Continuing Education. (Higher Education Act of 1965, Title I, P.L. 89-329.)

Purpose: To use the special resources of institutions of higher education to assist in the solution of community problems with special emphasis on urban, suburban, and rural problems, to become involved with the problems of the community by providing workshops, classes, courses, conferences, demonstrations and consultation to persons who provide services to improve the community.

Procedure: Each State agency submits a State plan to Division of Adult Education Programs which is amended annually. Interested institutions apply to the State's agency which administers the programs.

Program Development: The legislation lists nine problem areas in which activities have been carried on which include housing, poverty, government, recreation, employment, youth opportunities, transportation, health, land use, community development, economic development, personal development and human relations.

During FY 1966, 539 programs were initiated by 301 institutions of higher education in 47 States and territories. During FY 1967, over $12,000,000 ($8,700,000 Federal and $3,400,000 local funding) was expended on 602 projects. The Federal appropriation for FY 1968 was identical.

In FY 1967, the broad area of government was given the highest priority by the States: (26%); community development: (14%); and health: (10%).

Benefits to Handicapped: There is a possibility for this program to provide a variety of workshop training experience at the community level for the handicapped. Below are listed a few of the projects supported during FY 1967.

University of Delaware	Training of professionals working with mentally handicapped children. $850
State College of Iowa	Conference to provide parents of mentally retarded children with a knowledge of special child rearing practices. $3,932
University of Montana	A program to improve the Speech and Hearing Clinic by providing consistent year-round administration and by providing consultation services to local health workers. $13,370
Columbia College South Carolina	Programs to develop a series of video-tapes about the nature, prevention of, and services for mental retardation. $29,784
University of Vermont	Lectures, workshops, and demonstrations, to train teachers, nurses, and supportive aides to work with communicatively handicapped. $10,966

6. **Program:** Adult Basic Education. (Adult Basic Education Act, Title III, 89-750.)

Purpose: To provide for the illiterate or under-educated adult over 18 whose inability to speak, read or write the English language constitutes a substantial impairment to obtain or retain employment.

Procedure: A State grant program on a 90 percent Federal — 10 percent State matching formula. Program is administered through the Division of Adult Education Programs.

Program Development: Adult Basic Education classes have been established in 50 States. D. C., and three territories expanding from 38,000 participants in 1965 to 500,000 in 1968.

For FY 1968, $38.6 million was appropriated.

Benefits to Handicapped: Adult Basic Education which is geared to individuals who function below 8th grade levels can be of benefit to many handicapped adults. However, records do not indicate the extent to which the handicapped have benefited. One can only assume some handicapped persons have benefited.

THE BUREAU OF HIGHER EDUCATION

The Bureau of Higher Education administers a number of programs which provide assistance to college students and colleges. Of particular interest to the handicapped are the student financial aid programs under the Division of Student Financial Aid.

The Division of Student Financial Aid administers six programs of general aid to students pursuing courses of education beyond secondary school — from vocational and undergraduate through the graduate levels. Through these programs it is possible for needy students to receive financial aid to attend college. The Division strives to provide a mechanism so that all capable youth who wish can know of opportunities available and can go to college. Specifically, it provides grants to colleges, universities and institutions to assist students from low income families receive financial assistance with awards based on financial need rather than scholarship.

Programs: *The first six of the following seven programs are administered as a package.

1. Educational Opportunities Grants (P.L. 89-326, Higher Education Act, Title IV-A). This Act assists undergraduate full-time students of low income families by awarding grants in amounts ranging from $200 - $1000.
2. College Work Study (Economic Opportunity Act, Titles I-C and I-D, as amended by HEA, Title IV-C). Through this Act grants are made to institutions for operation of work study programs which provide remunerative jobs to full-time students of low income families.
3. Student Loans (P.L. 85-864, NDEA, Title II, as amended by the Higher Education Act, Title IV-D). This Act makes available low interest loans available to needy college students enrolled at least half time. There is a forgiveness clause for borrowers who become teachers in elementary or secondary schools and an additional cancellation for those who become teachers of the handicapped or who teach in schools serving low-income families.

*Note: P.L. 90-576, The Higher Education Amendments of 1968, provide a new program of special services for the disadvantaged (including physically handicapped) college students.

4. Guaranteed Loans for College Students (P.L. 89-329, HEA, Title IV-B). This Act establishes a loan insurance system and part payment of interest to assist students in higher institutions.

5. Loan to Cuban Exiles (P.L. 87-510). Migration to Refugee Assistance Act of 1962. This program benefits needy Cuban refugees by providing low interest loans.

6. Guaranteed Loans for Vocational Students (P.L. 89-287, National Vocational Student Loan Insurance Act of 1963). The purpose of this Act is to encourage the establishment of a loan insurance program for vocational students who are carrying at least one-half full study load at the post-secondary level.

7. Educational Talent (P.L. 89-329, Higher Education Act, Title IV-A). Supports colleges and universities in an effort to attract and encourage competent young persons from low income families to continue education beyond high school.

Benefit to Handicapped:

In these programs the handicapped are not singled out, nor is information compiled as to numbers of handicapped persons who benefit from them. Because they assist needy persons, many handicapped students are involved. Handicapped persons and their families, because of the excessive expenses for medical care, are frequently in great financial need. Any needy handicapped person who has been attending or is accepted for college is eligible for benefits and may sometimes receive more than one type of assistance.

Under the National Defense Student Loan Program, there is a special cancellation advantage to borrowers who become teachers of the handicapped. Under this authority, the interest may be cancelled at the rate of 15% for each complete academic year the borrower serves as full-time teacher of handicapped children in a public or other non-profit elementary or secondary school system.

In order to receive assistance, an interested student should contact his high school guidance counselor or college financial-aid officer for information. These officials will be able to help the needy student work out package financial plans that may include a Work-Study Program, a National Defense Student Loan, or an Educational Opportunity Program together with other sources of help that may be available through the college. Students in middle and upper income families may benefit from the Guaranteed Loan Program.

The Division of Graduate Programs and the Division of College Support of the Bureau of Higher Education administer programs which are of interest to those concerned with the preparation of educators of the handicapped. These are programs to train higher educational personnel and thus relieve the manpower shortages in the nation's colleges and universities. The programs encompass training in all subject areas and have included training in the area of mental retardation, the emotionally disturbed and speech and hearing. The programs are in the form of graduate fellowships, or institutes, and short-term training programs and special projects. The programs have been authorized through the National Defense Education Act, Title IV, the Higher Education Act of 1965, Title V-E, as amended by the Education Professions Development Act of 1967.

The Division of Graduate Programs cooperates with the Division of College Support within the Bureau of Higher Education and with the Bureau of Educational Personnel Development, so that the provisions of the Act will be fully coordinated and directed toward providing the educational manpower needs of the nation.

1. Program: Graduate Fellowships. (P.L. 85-864, National Defense Education Act, Title IV)

Purpose: To increase the number of well qualified college and university teachers and encourage the full utilization of capacity of graduate programs leading to the doctorate.

Procedure: The institution submits a request for a block of fellowships in one or more subject areas to the Division of Graduate Programs.

Division panels review and recommend types of support and number of fellowships. An advisory committee reviews evaluations and makes recommendations to the Commissioner.

Program Development: Makes awards of up to three-year fellowships (depending on appropriation and student progress) to persons pursuing careers in college and university teaching; provides stipends and dependency allowances and institutional grants for each fellow.

The quality of faculty and facilities, extent of instructional commitment and support and geographic distribution are added criteria for determining an award. The obligation for 1967 was $86,600,000.

Benefits to Handicapped: This program encompasses all subject areas and could include the handicapped, but with a very low priority. The area in special education which has received attention has been speech and hearing. Five out of a total of 193 universities receiving grants for 1967-68 are in speech and hearing science, and one is in special education.

2. Program: EPDA Graduate Fellowship Program for Higher Education Personnel. (Higher Education Act, Title V-E, P.L. 89-329)

Purpose: To prepare teachers, administrators, educational specialists and other experts to engage in activities in institutions of higher education, especially in areas of critical manpower shortages.

Procedure: Eligible institutions of higher education apply to Division of Graduate Programs. Programs are reviewed and evaluated in cooperation with outside panels, and recommendations are made to the Commissioner for final decision.

Program Development: Grants are made to institutions of higher education to cover costs of training eligible persons in a degree or non-degree graduate program and to establish and maintain fellowships. Students receive stipends with dependent's allowances.

Funds may not be used for fellowships which are eligible for support under Title IV of NDEA, or for seminars, conferences, symposiums, or workshops, unless these are a part of a continuing program of in-service or pre-service training.

It is hoped that the FY 1969 budget will support 1,365 graduate students in approved training programs for prospective or experienced junior college and college teachers, higher education specialists and college and university administrators.

Benefits to Handicapped: This program has implications for training college faculty and administrators who will be involved in related educational programs for the handicapped. The Bureau of Education for the Handicapped conducts a training fellowship program under P.L. 85-926 which trains college faculty, in special education for the handicapped which is coordinated with the Bureau of Higher Education.

3. **Program:** EPDA Institutes and Short-Term Training Programs for Higher Education Personnel (HEA, Title V-E P.L. 89-329)

Purpose: To provide training to faculty, administrators, specialists and other higher education personnel to meet critical needs of personnel requirements of institutions of higher education.

Procedure: Institutions of Higher Education make application to the Division of College Support. Proposals are reviewed and evaluated by panels of outside consultants and recommendations made to the Commissioner for final decision. Final awards are based on available funds, merit and geographic distribution.

Program Development: Training programs are offered during the summer or the academic year. They may occupy a continuous block of participant's time or be offered one day or several days a week. They may last for one week or less, or may continue over a period of one year. Priority is given to programs designed to provide new and effective approaches to critical personnel needs of higher education, for persons entering teaching in junior colleges, or to improve a faculty member's knowledge relating to curricular innovations and new educational methods, new developments within a discipline, interdisciplinary approaches, educational media, library administration in higher institutions, and other similar activities.

Benefits to Handicapped: This program has implications for training to meet personnel requirements in college and university special education departments, and training personnel in related higher education programs to develop competencies for teaching some courses in the Department of Special Education. It can also train personnel to provide special education courses in junior colleges which might be training teacher aides to work with the handicapped.

4. Program: EPDA Special Projects for Training Higher Education Personnel. HEA, Title V-E (P.L. 89-329)

Purpose: To support special imaginative and innovative projects for training college teachers and other higher education personnel.

Procedure: Eligible educational institutions apply to the Division of College Support. Proposals are reviewed and evaluated by panels of outside consultants and recommendations made to the Commissioner for final decisions. Awards are based on merit, extent of available funds, geographic distribution and national need.

Program Development: Institutions or groups of institutions are developing imaginative and significant special activities, some of which are pilot programs for personnel training which meet the higher education institution's needs for special personnel, or to launch or strengthen operating programs of training college teachers, specialists or administrators.

Benefits to Handicapped: Higher education departments of special education are able to develop special programs in conjunction with other training programs, some of which can educate trainers for teacher aides for the handicapped, or provide interdisciplinary training programs in conjunction with therapists, social workers, or other specialists who serve the handicapped.

THE BUREAU OF EDUCATIONAL PERSONNEL DEVELOPMENT

The Bureau of Educational Personnel Development was established shortly after enactment of the Education Professions Development Act of 1967 (P.L. 90-35). Technically an amendment to the Higher Education Act, EPDA was an acknowledgment that burgeoning programs in education including those for the disadvantaged, for youth and adults needing vocational training, and for the handicapped all suffered from a critical shortage of adequately trained personnel. EPDA emphasizes improvement of personnel, rather than programs, and represents the first national effort designed to meet educational manpower needs at all levels of education and in all fields.

Though the Federal government has had an increasing stake in the preparation of teachers since 1958, legislation providing for such training had been passed piecemeal, and was administered by a variety of bureaus within the Office of Education and by a number of other Federal agencies. EPDA supercedes much of that earlier legislation and pulls together the major Office of Education programs whose principal purpose is the training of educational personnel, giving them a common purpose and allowing for more efficient administration.

With the law on the books, the question became: How do you combine already established programs — chiefly institutes, grants, fellowships, the Teacher Corps — with the new goals implicit in the Act? The answer was through the establishment of a Bureau of Educational Personnel Development which would be responsible for administering all but two mandates of the Act. Section 502 called for the appointment by the President of an independent National Advisory Council on Education Professions Development, and that Council's work was well underway by the time the Bureau was established.

The administration of Part E, the mandate to expand and broaden training programs for higher education personnel, was assigned to the Bureau of Higher Education.

The Bureau of Educational Personnel Development exercises coordinating authority over related programs in other bureaus, such as those having to do with the training of personnel for the handicapped. In this case, the Bureau for Education of the Handicapped focuses on programs for specialized professional personnel while BEPD concerns itself with preparing regular teachers and administrators to meet the needs of handicapped children.

In general, the Bureau is charged not only with expanding, broadening, and pumping new vigor into already established programs, but with opening new avenues for coordinating all Federal educational manpower recruiting, training and retraining activities. New programs are designed to attract more and better qualified persons into the education professions and to help States meet immediate critical shortages of teachers and teacher aides.

One of the most ambitious efforts inspired by the Act is an annual assessment of the education professions combined with a supply and demand study of educational manpower needs throughout the nation. This is designed to permit a more rational assignment of priorities to meet changing needs.

In administering its programs, the Bureau is giving high priority to the recruitment, training, and retraining of personnel working with the handicapped and disadvantaged, and to programs for teacher aides and programs for administrators.

The Bureau is composed of four divisions: the Division of Program Administration, the Division of Program Resources, the Division of Assessment and Coordination, and the Teacher Corps. Following is an outline of its programs:

1. Program: Attracting Qualified Persons to the Field of Education (EPDA Part A, Sec. 504, P.L. 90-35)

Purpose: To identify and encourage students and other qualified persons who may be interested in education careers to enter or re-enter the education professions; to publicize opportunities in the field; and to encourage artists, craftsmen, artisans, scientists, and persons from other professions and vocations, as well as homemakers, to undertake teaching or related assignments on a part-time or full-time basis.

Procedure: Grants or contracts are given to State or local educational agencies, institutions of higher education, and public and private agencies, institutions and organizations to attract qualified persons to the field of education. The Public Information Staff administers the program.

Program Development: Section 504 will not be implemented in fiscal year 1969, because the appropriation request was denied by Congress. However, when funds are provided, it is anticipated that a multitude of mass media will be used to mount an intensive information and recruitment campaign. Existing recruitment efforts and publicity activities of State and local educational agencies and college and university personnel will be coordinated through regional conferences. New experimental and model recruitment programs will be developed and existing recruitment models augmented. In addition, a national career information center will be instituted.

Benefits to Handicapped: There is an implication for coordinating efforts between Section 504 and the Bureau of Education for the Handicapped recruitment program to attract into the educational professions persons who will directly or indirectly deal with the problems of the handicapped.

2. **Program:** Teacher Corps (EPDA, Part B1, P.L. 90-35)

Purpose: To create an instrument of change in teacher education at colleges and universities by encouraging the broadening of teacher preparation programs for the disadvantaged; to attract and train committed persons as teachers of the disadvantaged, especially giving attention to more effective methods and materials and to new and varied roles.

Procedure: Universities and school districts jointly prepare and submit a proposal for the training and internship experiences of the Corpsmembers. Proposals are submitted simultaneously to State Departments of Education for concurrent approval.

Contracts with the university provide 100% of the costs of preservice and the intervening summer programs including intern stipends. The regular academic year grant is based on the % of credit hour load × $2500 × the number of interns. Corpsmembers generally carry 50-75% of a full load.

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During the regular school year participating schools are granted up to 90% of corpsmembers salaries plus a small administrative budget.

Program Development: Provides special programs of teacher education for the disadvantaged. After a 2-3 month preservice program offered by the university, interns teach part-time (about 60%) in poverty schools while continuing their study toward certification and an M.A. (or sometimes a B.A.). Corpsmen work in teams of 5-8 interns headed by an experienced teacher to provide supplementary instructional services to a school. Corpsmen often pioneer in special classroom and community projects.

Benefits to Handicapped:

1. Almost all corpsmen encounter handicapped children in poverty systems. Increased sensitivity and knowledge about these children's difficulties can improve their education.
2. Corpsmembers spend a portion of their time in school-community activities. They could assist specialists in administering diagnostic tests, etc.
3. Corpsmembers are supplementary personnel and often can take the time to tutor or befriend the handicapped child.
4. The Teacher Corps design for extended internship in some schools could be tried experimentally in programs of the Bureau of Education for the Handicapped. This would increase the school's role in and knowledge of teacher preparation.
5. Teacher Corps staff in a university with both programs could provide better orientation toward the disadvantaged for regular fellowship students.

3. Program: The State Grant Program for Meeting Critical Educational Personnel Shortages (EPDA, Part B2, P.L. 90-35)

Purpose: To attract into teaching and train persons in the community who may be otherwise engaged and to recruit and train teacher aides.

Procedure: The Division of Program Administration receives and evaluates State Plans and then makes recommendations to the U.S. Commissioner of Education. Each State is awarded $100,000 and an additional apportionment according to a formula based on school enrollment. Applications from local districts are reviewed by the State agency which decides whether or not to support projects on the basis of criteria specified in its approved State plan. State education agencies may themselves also conduct programs.

Program Development: States are urged to formulate plans based on local conditions and needs for allocating funds to local education agencies. Local programs are encouraged to view teacher and teacher-aide training programs as combined programs containing both pre-service and in-service components.

Benefits to Handicapped: Benefits of the Act apply particularly in those States with critical shortages of personnel to teach the handicapped.

4. Program: Educational Personnel Development Grants (EPDA, Parts C and D, P.L. 90-35)

Purpose: Graduate fellowships: To authorize fellowships for graduate study leading to an advance pre-doctoral degree for persons who are pursuing, or planning to pursue, a career in elementary and secondary education or post-secondary vocational education. To authorize grants to institutions of higher education to develop and strengthen graduate programs for training eligible personnel.

Advanced training and retraining: To authorize grants for institutes and other training programs and activities for improving the qualifications of teachers, supervisors, or trainers of teachers who are serving, or are preparing to serve, in educational programs in elementary and secondary schools (including preschool and adult and vocational programs) or post-secondary vocational schools.

Procedure: The Divisions of Program Administration and Program Resources review applications made by colleges, universities, State education and/or local education agencies. Proposals are evaluated by independent professional consultants who recommend those to be supported. Grants are made to institutions administering the projects, and educational personnel attending projects are eligible to receive stipends.

Program Development: The program extends teacher fellowships to include preschool, adult and vocational education as well as those in elementary and secondary education. They also provide graduate education for related educational personnel. Funds are also available for developing or strengthening graduate programs.

Institutes and other pre-service and in-service programs provide training or retraining for teachers, teacher-trainers, teacher aides and other related educational personnel. Programs in the fourteen fields, primarily in academic subjects previously funded under Titles XI and V (b) of the National Defense Education Act and National Foundation on the Arts and Humanities Act, will continue to be funded; however, the new programs extend the funding to all curriculum areas.

Benefits to Handicapped: The Bureau of Education for the Handicapped and the Bureau of Educational Personnel Development have closely collaborated in working out procedures for coordinating their respective training programs. The training and retraining of personnel who work directly and exclusively with populations of handicapped children will be supported primarily by Bureau of Education for the Handicapped programs. The training of regular educational personnel, including teachers and such specialties as counselors, educational technology specialists, and others with an interest in the special problems presented by the handicapped, is primarily supported by programs under the Bureau of Educational Personnel Development. This may include the support of programs devoted entirely to the problems of handicapped children or programs including the handicapped with other areas of concern. The Director of

Program Administration of BEPD and the Director of Training Programs in BEH cooperate with each other in the management of the graduate fellowship and advanced training and retraining programs under Parts C and D of the Act on those aspects relating to the handicapped. The BEH staff participate in the initial screening of proposals and nominate consultants to review and evaluate these proposals. It is intended that approximately 15 percent of funds under these Parts be devoted to this purpose depending on the size of the appropriation. This procedure enables cooperative programming of staff development at the State and local levels to benefit educational services to handicapped children.

BUREAU OF RESEARCH

The Office of Education's Bureau of Research seeks to improve education through a variety of research and related activities. Under authorizations from the Congress, the Bureau provides funds to support approved research projects and programs designed to expand at all levels knowledge about the educational process, to develop new and improved educational programs and techniques, to disseminate the results of these efforts to educators and the public, and to train researchers in the field of education.

In general all research relating to the educational improvement for the handicapped is supported through P.L. 88-164 and administered by the Bureau of Education for The Handicapped. However, due to the interest in the handicapped of special groups such as librarians or vocational educators there are occasions when auxiliary support for these interests could come from other research programs below.

The inauguration of a general program of cooperative research in fiscal year 1957 marked the first systematic research program in the field of education to be conducted outside the Office of Education with Federal support administered by the Office. The quest for educational improvement has resulted in authorization of the programs in support of research and related activities:

1. Cooperative Research Program — P.L. 83-531 July 26, 1954, (Includes research and research training as amended).
2. Language Development Research and Studies P.L. 85-864 (NDEA of 58) September 2, 1958.
3. Research in Foreign Countries — P.L. 83-480 (Agricultural Trade Development and Assistance of 1954).
4. Vocational Education Research and Training — P.L. 88-210, Sec. 4 (c) (Vocational Education as of 1963).
5. Library Research and Development, P.L. 89-329 (Higher Education Act of 1965).

Proposal applicants may request support for single-purpose limited-time projects or research. Support for extensive research activities, such as a research and development center or an educational laboratory, are contingent on the existence of an organizational structure which can be expected to insure continued professional competence and fiscal responsibility in keeping with the demands of the program. Scope and purpose of an eligible proposal determine whether Federal funding is under the Cooperative Research Program or one of the specialized research programs.

Cooperation with the Bureau of Education for the Handicapped. The Bureau of Research has established a cooperative relationship with the Bureau of Education for the Handicapped's Division of Research to which it forwards virtually all research and demonstration projects which focus upon education of handicapped children. This includes research relating to captioned films and media for the deaf and other handicapped.

While research programs designed specifically to improve the education of handicapped children are supported by the Bureau of Education for the Handicapped, investigators interested in projects which have educational significance for "normal" children should apply for support through programs administered by the Bureau of Research. Information concerning programs supported by the Bureau of Research is described below.

1. Program: Cooperative Research Program (P.L. 83-531 as amended by P.L. 89-10 and P.L. 89-750)

Purpose: The original program authorized the Office of Education to enter into jointly financed cooperative arrangements with universities and colleges and State educational agencies for the conduct of research, surveys, and demonstrations in the field of education. Initial funds were appropriated for fiscal year 1957. Expansion of the scope of the Cooperative Research Program was authorized when the 1954 legislation was amended by Title IV of the Elementary and Secondary Education Act of 1965. This title adds dissemination to the earlier authorization for research, surveys, and demonstrations; provides for training of personnel for educational research and research-related fields; authorizes support for constructing and equipping regional facilities for research; and permits private industry and non-profit agencies and individuals to apply for support of research and related activities.

Procedure: Applications are submitted to the Bureau of Research as formal proposals, following the instructions provided in the Bureau's brochure, Office of Education Support for Research and Related Activities.

Program Development: Of the $70,000,000 appropriated for the program in fiscal year 1967, $12,400,000 was reserved for construction of national and regional facilities for research; about half of the remainder was devoted to varied research projects and the other half to continuous programs, including:

a) Nine research and development centers, each providing long-range continuous research on a particular problem area to develop new concepts, practices, and materials for testing and eventual use in the classroom; a group of institutions working on early childhood education through a coordination center; and two policy research centers seeking approaches to educational improvement in the future.

b) Twenty regional educational laboratories, each providing leadership and coordination for research, development, dissemination, and implementation efforts to improve education throughout the U.S.

c) Research training grants to 92 institutions for training programs at the undergraduate, graduate, and post-doctoral levels, for short-term institutes, for special training projects, and for developing and strengthening research training programs.

d) The Educational Resources Information Center (ERIC) and its satellite clearinghouses, each concerned with a single topical area of educational research information.

In contrast to these long-range research commitments, over 700 short-term projects ranging from multi-million dollar activities to small projects (under $10,000) were supported.

These projects emphasized innovative curriculum development, improved educational services, school administration, educational technology, teacher training, programmed instruction, and educational improvements for urban, disadvantaged, and minority groups. Projects funded the Arts and Humanities Program involved art, music, drama, dance, museums, and humanities.

Regional Offices administer the Small Projects Program (projects costing $10,000 or less and completed in 18 months or less) and a program for research development to help consortia of higher education institutions engaged in cooperative arrangements.

Benefits to Handicapped: Besides studies which involve handicapped children in the regular classroom, this program supports some projects focusing upon the education of mildly handicapped children, children who are slow learners rather than mentally retarded or have mild learning disabilities rather than serious emotional handicaps. Projects which focus upon improving the educational methods and instructional practices of culturally disadvantaged children, whose educational deprivation often submerges other handicapping conditions, are also supported through this program. Such projects may reveal ways of preventing further handicapping conditions and have direct implications for improvement of the education of all handicapped children.

2. Program: Language Development Research and Studies (NDEA of 1958, Title VI, P.L. 85-864)

Purpose: The National Defense Education Act of 1958 authorized this specialized program of research and studies focusing on efforts to determine the need for increased or improved instruction in modern foreign languages and related fields needed to provide a full understanding of the areas, regions, or countries where the languages are commonly used.

Procedure: Colleges and universities, State and local education agencies, individuals, and organizations (profit or non-profit) are eligible to apply.

Program Development: Of the $3,100,000 for the program allotted in FY 1967, the majority of awards were for surveys, research in methods of language instruction, and preparation of instructional materials in modern foreign languages. Many of the awards were for the preparation of dictionaries, readers, and other instructional materials related to modern foreign languages not commonly taught in this country.

By the end of fiscal year 1967, 473 contracts had been awarded in the 9 years the program had been in existence. Involved in the completed projects are instructional materials in 125 of the less commonly taught languages such as those spoken in Africa and Asia.

Benefits to Handicapped: Schools serving handicapped children who can benefit from foreign language instruction might wish to take advantage of this program by exploring media and techniques which can improve their instructional programs.

3. **Program:** Research in Foreign Countries (P.L. 83-480, Agricultural Trade Development and Assistance Act of 1954)

Purpose: To use a portion of the Nation's foreign currencies for financing a range of educational research and related activities in eligible foreign countries.

Procedure: Universities and educational research institutions in the countries concerned may apply to the established coordinating council in those countries.

Program Development: About $.7 million in foreign currencies was applied during fiscal year 1967 to the financing of educational bibliography and translation projects and research studies of foreign educational problems of interest to American educators. Most of these projects were in India and Israel.

Benefits to Handicapped: Studies and translations related to education of the handicapped are eligible for support. However, funds are provided only in the currency of the participating country.

4. **Program:** Vocational Education Research and Training (P.L. 88-210, Sec. 4 (c) — Vocational Education Act of 1963)

Purpose: The purpose of this program is to conduct research and related activities to help meet the special vocational education needs of youth, particularly youth in economically depressed communities who have academic, socio-economic, or other handicaps that prevent them from succeeding in regular vocational education programs. Included are research and training programs in vocational education, and experimental, developmental, or pilot programs.

Procedure: Grants under this research and training program may be awarded to universities and colleges, State and local education agencies, and other appropriate public or non-profit agencies and institutions, upon successful submission and satisfactory review and approval of a proposal.

Program Development: This specialized program, based upon the Vocational Education Act of 1963, became activated with the appropriation of funds in 1965. The 1967 appropriation was $10,000,000. Specific areas of research included program evaluation, vocational education curriculum development, vocational education resources development, vocational guidance and career choice processes, and adult and continuing education. Support was also provided for institutes for vocational education teachers, administrators, and related personnel. Forty-four State vocational education research coordination units and two national research and development centers were also given continuation support during 1967.

Benefits to Handicapped: This authorization specifically mentions "youth" ... who have academic, socio-economic, or other handicaps, but relatively few projects focus categorically on traditional types of handicapped children. However, the overlap between the disadvantaged and handicapped is high. Like many other projects, those focusing upon vocational education and the handicapped have been forwarded to BEH and have received support through the Research and Demonstration Program for handicapped children. Active cooperation with the vocational education Research Coordinating Units in the State education agencies will be of benefit to disadvantaged as well as handicapped children, for example, through a variety of work experience and occupational training activities for handicapped children.

5. Program: Library Research and Development (P.L. 89-329, Higher Education Act of 1965, Title IIB)

Purpose: The purpose of this program administered by the Bureau of Research is to support:

a) research and demonstration projects to improve libraries and training in librarianship, and

b) the development of new techniques, systems, and equipment for processing, storing, and distributing information, and for the dissemination of information derived from research and demonstrations.

Procedure: Awards are made to universities and colleges, State and local education agencies, and other appropriate public or non-profit private agencies and institutions, upon the submission, review, and approval of standard formal proposals.

Program Development: Although there was no appropriation for 1966, a series of conferences was held with representatives of library and information with science organizations, universities, and libraries, to establish guidelines and project support priorities. The estimated $3,500,000 expended in 1967 focused on the following areas: librarianship, organization of library and information centers in society, integration of library services with instructional programs, and improved technologies for control of resources and for service to users.

Benefit to Handicapped:	This program, which has been little used thus far by special education, holds some promise for the organization and dissemination of materials to handicapped people. Research and demonstration projects in this area are needed since the nature of the materials, equipment, and population of handicapped children is so diverse and often unique.

OFFICE OF CONSTRUCTION SERVICE

OCS Construction Responsibilities

The Office of Construction Service, has been delegated the responsibility of furnishing architectural/engineering services to Office of Education-assisted construction projects, which services include assurance of compliance with appropriate Federal requirements. Therefore, OCS implements the requirement for accessibility and use by the handicapped through the use of "Standard Specifications for Making Buildings and Facilities Accessible to, and Usable by, the Physically Handicapped" (American Standards Association), where applicable.

Programs for which OCS has responsibility for all phases of work, including both planning/design and construction activities, are:

1. Construction under the Higher Education Facilities Act of 1963 (P.L. 88-204);
2. School Construction in Areas Affected by Federal Activities (P.L. 81-815);
3. Supplementary educational centers involving construction costs of over $20,000, under Title III, Elementary and Secondary Education Act of 1965;
4. Regional facilities under the Cooperative Research Act (P.L. 83-531, as amended by Title IV, Elementary and Secondary Education Act of 1965);
5. Research and Demonstration Projects in Education of Handicapped Children (P.L. 88-164, as amended by P.L. 89-105);
6. Disaster Assistance (P.L. 81-815 and P.L. 81-874, for schools; and P.L. 88-204, as amended by P.L. 89-769, for colleges).

For other construction programs where OCS is not directly involved, such as Library and Vocational Educational Facilities which are implemented through State agencies, the OCS will upon request from individual programs, furnish consultant advice on design for handicapped and other architectural/engineering matters.

Benefits to Handicapped: The OCS aids the handicapped through the implementation of compliance with requirements for accessibility and use by the handicapped. In August 1968, Congress enacted P.L. 90-480 which requires that all Federal or federally financed buildings be so designed and constructed as to be accessible to the physically handicapped. This includes public buildings financed in whole or in part with funds provided by a grant or loan made by the Federal Government, or any department or agency thereof if it is to be accessible to the public.

The following pages contain description of legislative provisions of construction requirements on accessibility and use by the handicapped for OE funded programs which have been in effect up to the time of the enactment of the new legislation.

1. Program: Higher Education Facilities (P.L. 88-204, as amended)

Purpose: Title I (grants)

To assist states in construction of undergraduate academic facilities.

Title II (grants)

To assist states in construction of graduate academic facilities.

Title III (loans)

To assist states in construction of academic facilities.

Requirement of Accessibility & Use By Handicapped: Law provides "Plans for such facilities shall be in compliance with such standards as the Secretary of Health, Education, & Welfare may prescribe or approve in order to assure that facilities constructed with the use of Federal funds under this Act shall be, to the extent appropriate in view of the uses to be made of the facilities, accessible to and usable by handicapped persons."

2. Program: Research & Demonstration Center for Handicapped Children (P.L. 88-164, as amended)

Purpose: Construction of research center.

Requirement of Accessibility & Use By Handicapped: Regulations provide that construction must conform to ASA Standard Specifications for making buildings usable by handicapped persons.

3. Program: Vocational Education (P.L. 89-10, as amended)

Purpose: Among other purposes, to assist states in construction of area vocational education schools.

Requirement of Accessibility & Use By Handicapped: No provision in law or regulations. Plans are reviewed by State's chief architectural officer and others. State inspections.

4. Program: Elementary and Secondary Education (P.L. 89-10, as amended)

Purpose: Title I (General)

Among other purposes, to assist states in construction of schools in areas with concentrations of low income families.

Requirement of Accessibility & Use By Handicapped: Law provides for accessibility and use by handicapped persons. Proposed regulations do not require use of USA Standard Specifications. They do not require state educational agency to approve construction plans. Their approval is given "only after due consideration has been given to the extent appropriate, in view of uses to be made of facilities, of the accessibility of the facilities to, and usability of them by handicapped persons, and only after a determination that the plans and specifications comply with such standards in that regard as the Secretary of Health, Education & Welfare may prescribe or approve."

5. Program: Title III (Supplementary Educational Centers)

Purpose: Among other purposes to assist in construction of such facilities.

Requirement of Accessibility & Use By Handicapped: Law provides "There will be compliance with such standards as the Secretary may prescribe or approve in order to insure the facilities constructed with the use of Federal funds under this title shall be, to the extent appropriate in view of the facilities, accessible to and usable by handicapped persons."

6. **Program:** Title III (Educational Research Facilities Grants Program)

Purpose: To assist construction of educational research and development centers and laboratories.

Requirement of Accessibility & Use By Handicapped Criteria for project approval includes plan to avoid architectural barriers, to permit use of such facilities by handicapped.

7. **Program:** School Construction in Federally Affected Areas (P.L. 81-815, as amended)

Purpose: To assist school districts in construction of facilities needed because of additional or new Federal activities in area.

Requirement of Accessibility & Use By Handicapped Law provides that regulations be developed so that these minimum school facilities must be in—"compliance with such standards as the Secretary may prescribe or approve in order to insure that facilities constructed with the use of Federal funds under this Act shall be, to the extent appropriate in view of the uses to be made of the facilities, accessible and usable by handicapped persons."

8. **Program:** Library Services and Construction Program (P.L. 89-511)

Purpose: To assist states in construction and remodeling of public library facilities.

Requirement of Accessibility & Use By Handicapped New regulations provide "The state agency shall insure that facilities constructed with the use of Federal funds under this Act shall, to the extent appropriate in view of the uses to be made of the facilities, be accessible to and usable by handicapped persons."

APPENDIX

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TYPES OF BENEFITS AND RESPONSIBILITIES FOR THE HANDICAPPED UNDER PROGRAMS ADMINISTERED BY THE OFFICE OF EDUCATION

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		IDENTI-FICATION	EDUCA-TIONAL	RELATED SERVICES	ED. MEDIA	CONSTRUCTION OF FACILITIES	TRAINING OF PERSONNEL	RESEARCH	ACCESSIBILITY AND USE FOR HANDICAPPED	
BUREAU OF EDUCATION FOR THE HANDICAPPED										
DIVISION of Educational Services										
Education of Handicapped Children Pre-School Elementary and Secondary (ESEA, Title VI-A, P.L. 89-750)	1	1	1	1	1	1	1		1	FY 1968 appropriations: $15,000,000· for FY 1969: $29,250,000.
State School Support (ESEA Title I, P.L. 89-313)	2	1	1	1	1	1	1	1	1	In 1968, 769 State agencies benefited 87,389 handicapped children in institutions. $24,700,000 was appropriated in FY 1968; $29,740,000 for FY 1969.
Supplemental Educational Centers and Services. Special Programs and Projects for the Handicapped (ESEA, Title III, P.L. 90-247)	2	1	1	1	1		1			The program begins in FY 1969. Estimated expenditures will be approximately $25,000,000.
Centers and Services for Deaf Blind Children (ESEA, Title VI-C, P.L. 90-247)	3	1		1		1				There were no appropriations in FY 1968; for FY 1969: $1,000,000.
Recruitment of Personnel and Information on Education of Handicapped (ESEA, Title VI-D, P.L. 90-247)	4						1			There was no appropriation in FY 1968; for FY 1969. $250,000.

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Captioned Films for the Deaf and Instructional Media for the Handicapped (Captioned Films for the Deaf, P.L. 85-905)	4				1		1	1		FY 1968 appropriation totaled $2,800,000; for FY 1969: $4,750,000.
Regional Resource Centers (ESEA, Title VI-B, P.L. 90-247)	5	1	1				1			No appropriations were made in FY 1968; for FY 1969: $500,000.
Early Childhood Education (Handicapped Children's Early Education Assistance Act, P.L. 90-538)	5	1	1	1				1		Appropriation for FY 68: $1 million; Sums authorized FY 69: $1 million; FY 70: $10 million; and FY 71 $12 million.
Vocational Education for Handicapped (Vocational Education Act Amendments of 1968, P.L. 90-576)	6		1	1	1	1			1	(At least 10 percent of allotment to States shall be expended on handicapped. Begins FY 1970
DIVISION of Training Programs Training of Teachers of Handicapped Children (Handicapped Teacher Training, P.L. 85-926 as amended by P.L. 88-164)	7						1			In FY 1967, 11,593 trainees benefited from 243 institutions; $24,500,000 was appropriated in FY 1968 and $29,700,000 for FY 1969.
Training of Physical Educators and Recreational Personnel for Handicapped Children (Mental Retardation Facilities Construction Act, P.L. 88-164, Title V, Section 501)	7						1			No appropriations were made in FY 1968. Obligations for FY 1969: $300,000.

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DIVISION of Research Research and Demonstration Projects in Education of Handicapped Children (P.L. 88-164, Title III, Section 302, as amended)	8						1	1		In 1968, 135 projects were funded. Appropriations for 1969: $11,100,000. For FY 1969: $12,800,000.
Research and Demonstration Projects in Physical Education and Recreation for the Mentally Retarded and Other Handicapped (P.L. 88-164, Title V, Section 502).	8							1		Obligation for FY 1969: $300,000.
BUREAU OF ELEMENTARY AND SECONDARY EDUCATION DIVISION of Compensatory Education Educationally Deprived Children in Local Educational Agencies (Title I, Elementary and Secondary Education Act of 1965, P.L. 89-10)	10	1	1	1	1				1	FY 1967: $22,698,500 was spent on special education. $5,943,900 was spent on speech therapy.
Follow Through (on HEAD START) (Economic Opportunity Ammendments of 1967, P.L. 90-222, Section 222-A-1)	12	2	2							Undetermined.
State and Locally Supported Long Term Care Institutions for Delinquent or Neglected Children (Title I ESEA, P.L. 89-10)	12		2							Undetermined.

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Migratory Children (Title I, ESEA)	14	2	2	2						Undetermined.
DIVISION of Plans and Supplementary Centers Supplementary Education Centers and Services (PACE) (Title III, ESEA, P.L. 89-10)	15	1	1	1	1					During FY 1968, $14,590,000 was spent on 142 projects for the handicapped serving 475,207 participants.
DIVISION of State Agency Cooperation Strengthening State Departments of Education (Title V, ESEA, P.L. 89-10)	19						1			FY 1968 approximately $382,500 spent for Handicapped.
School Library Resources, Textbooks, and Other Instructional Materials (Title II ESEA, P.L. 89-10)	21		1, 2		1, 2					Undetermined.
Strengthening Instruction in Critical Subjects and in the Arts and the Humanities (National Defense Education Act of 1958 P.L. 85-864, Title III, and the National Foundation on the Arts and Humanities Act of 1965, P.L. 89-209 Section 12.)	23				3					Undetermined but guidelines refer to inclusion of handicapped.
Guidance, Counseling, and Testing (NDEA, P.L.85-864 Title V-A)	26	2								Undetermined.

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		IDENTI-FICATION	EDUCA-TIONAL	RELATED SERVICES	ED. MEDIA					
DIVISION of Equal Educational Opportunities Equal Educational Opportunities (Civil Rights Act of 1964, Title IV, P.L. 88-352)	27						2			Undetermined.
DIVISION of School Assistance in Federally Affected Areas School Construction in Federally Affected Areas and Major Disaster Areas (P.L. 81-85)	28	1	1		1	1			1	Allocation becomes a part of eligible local educational agency's construction fund. A few units for handicapped have been constructed under this program.
School Maintenance and Operation in Federally Affected Areas and Major Disaster Areas (P.L. 81-874)	28	1	1	1	1					Allocation goes to general school fund to benefit all school needs, but some eligible school agencies have supported activities specifically for handicapped.
Cuban Refugee Assistance (P.L. 87-510)	28	3	3	3	3					Undetermined
BUREAU OF ADULT, VOCATIONAL AND LIBRARY PROGRAMS Vocational Education (Vocational Education Act of 1963, P.L. 88-210)	30		1		1					During FY 1967, $6,700,000 of 3.3% was expended in special needs.
Manpower Development and Training (Manpower Development and Training Act, P.L. 87-415)	32		1							As of December 1967, 8.3% of 669,500 trainees, or 55,568 handicapped had been enrolled since 1962.

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Library Services to the Physically Handicapped (Library Services and Construction Act, Title IV-B P.L. 88-269)	33		1		1				1	The FY 1968 appropriation was $1,254,000 with $23,750 for each State, Puerto Rico, D. C., and $4,750 for each territory.
State Institutional Library Services (Public Library Services and Construction Act Title IV-A, P.L. 88-269)	34		1		1					The FY 1968 appropriation was $2,014,000 with $38,000 allotted to each State, Puerto Rico and D. C. and $9,500 to each territory.
Community Services and Continuing Education (Higher Education Act of 1965, Title I, P.L. 89-329)	35						1			During FY 1967, $690,330 was spent on programs dealing with health of which $181,150 was spent on handicapped.
Adult Basic Education (Adult Basic Education Act, Title III, 89-750)	37		2, 3							Enrolled 500,000 students in FY 1968 which included some handicapped.
BUREAU OF HIGHER EDUCATION DIVISION of Student Financial Aid Educational Opportunities Grants (Higher Education Act, Title IV-A, P.L. 89-329)	38		2							Undetermined

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College Work Study (Economic Opportunity Act, Titles I-C and I-D as amended by Higher Education Act, Title IV-C)	38		2							Undetermined
Student Loans (NDEA, Title II, as amended by HEA, Title IV-D, P.L. 85-864)	38		2				2			Undetermined
Guaranteed Loans for College Students (HEA, Title IV-B, P.L. 89-329)	39		2				2			Undetermined
Loans to Cuban Exiles (Migration and Refugee Assistance Act of 1962, P.L. 87-510)	39		2				2			Undetermined
Guaranteed Loans for Vocational Students (National Vocational Student Loan Insurance Act of 1965, P.L. 89-287)	39		2				2			Undetermined
Educational Talent (HEA, Title IV-A, P.L. 89-329)	39		2							Undetermined

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DIVISION of Graduate Programs and DIVISION of College Support Graduate Fellowships (NDEA, Title IV, P.L. 85-864)	40						2			Undetermined
EPDA Graduate Fellowship Program for Higher Education Personnel (HEA, Title V-E, P.L. 89-329)	41						2			Undetermined
EPDA Institutes and Short-Term Training Programs for Higher Education Personnel (HEA, Title V-E, P.L. 89-329)	42						3			Undetermined
EPDA Special Projects for Training Higher Education Personnel (HEA, Title V-E, P.L. 89-329)	43						3			Program is just beginning
BUREAU OF EDUCATIONAL PERSONNEL DEVELOPMENT Attracting Qualified Persons to the Field of Education (EPDA, Part A, Sec. 504, P.L. 90-35)	46						3			Not operational in Fiscal Year 1969.
Teacher Corps (EPDA, Part B1, P.L. 90-35)	47						3			Undetermined

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The State Grant Program for Meeting Critical Educational Personnel Shortages (EPDA, Part B2, P.L. 90-35)	48						2,3			Dependent upon priorities established by State education agencies.
Educational Personnel Development Grants (EPDA, Parts C & D, P.L. 90-35)	49						3			Dependent upon number and quality of proposals submitted and Bureau priorities.
BUREAU OF RESEARCH										
Cooperative Research Program (P.L. 83-531, as amended by Title IV of ESEA, P.L. 89-10, and by P.L. 89-750)	53							2	1	Undetermined
Language Development Research and Studies (NDEA Act of 1958, Title VI, P.L. 85-864)	55							3	1	Undetermined
Research in Foreign Countries (Agricultural Trade Development Act, P.L. 83-480)	56							3		Undetermined
Vocational Education Research and Training, (Vocational Education Act of 1963, P.L. 88-210, Section 4 c)	57							3	1	Undetermined
Library Research and Development (Higher Education Act of 1965, P.L. 89-329, Title II-B)	58							3	1	Undetermined

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